

**School Improvement Grant
Section 1003(g)
Cohort 4—Fiscal Years 2014, 2015, and 2016**

Local Educational Agency

**Applications are due to the California Department
of Education no later than 4 p.m. on
September 8, 2016**

California Department of Education
Improvement and Accountability Division
School Turnaround Office
1430 N Street, Suite 6208
Sacramento, CA 95814-5901
916-319-0833

<http://www.cde.ca.gov/sp/sw/t1/sig09.asp>



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Section I: Introduction

**Application Cover Sheet
School Improvement Grant
Cohort 4—Fiscal Years 2014, 2015, and 2016
Application for Funding**

**APPLICATION RECEIPT DEADLINE
September 8, 2016, 4 p.m.**

ORIGINAL

Submit to the following address:
**California Department of Education
Improvement and Accountability Division
School Turnaround Office
1430 N Street, Suite 6208
Sacramento, CA 95814-5901**

NOTE: Please print or type all information.

Local Educational Agency (LEA) Name: Folsom Cordova Unified School District		LEA National Center for Education Statistics (NCES) Number: 0613890
County Name: Sacramento		County/District Code: 34-67330
LEA Address: 1965 Birkmont Drive		Total Grant Amount Requested: \$3,175,856
City: Rancho Cordova		Zip Code: 95742
Name of Primary Grant Coordinator: M. Elena Cabrera		Grant Coordinator Title: Director, Categorical Programs & Grants
Telephone Number: 916-294-9000	Fax Number: 916-294-9020	E-mail Address: ecabrera@fcusd.org
CERTIFICATION/ASSURANCE SECTION: <input checked="" type="checkbox"/> As the duly authorized representative of the applicant, I have read all assurances, certifications, terms, and conditions associated with the federal SIG program; and I agree to comply with all requirements as a condition of funding. <input checked="" type="checkbox"/> I certify that all applicable state and federal rules and regulations will be observed and that to the best of my knowledge, the information contained in this application is correct and complete.		
Printed Name of Superintendent or Designee: Deborah Bettencourt		Telephone Number: 916-294-9025
Superintendent or Designee Signature (Blue Ink): <i>DBettencourt</i>		Date: September 7, 2016

Section I: Introduction

Schools to Be Served

An LEA must submit the list of schools it commits to serve, their NCES number (available at <http://nces.ed.gov/datatools/index.asp>), eligible Tier level of each school selected for improvement, and the selected intervention model for each category of identified schools listed. **Schools currently served with Cohort 2 or Cohort 3 SIG funds are not eligible to apply.**

The seven models that the LEA may select for each school are: (1) California State-determined Intervention Model; (2) Restart Model; (3) Evidence-based, Whole-school Reform Model; (4) Turnaround Model; (5) Transformation Model; (6) Closure Model; and (7) Early Learning Model. A complete description of the model requirements is located in the Guidance on School Improvement Grants for awards made with FYs 2014, 2015, and 2016 funds located at <http://www2.ed.gov/programs/sif/sigguidance032015.doc>.

School Name	NCES ID #	Tier I	Tier II	Tier III	Intervention Model (Tier I AND II only)	Planning Year Yes/No
Cordova Meadows Elementary	061389001583	X			(1)	Yes
White Rock Elementary	061389001567	X			(1)	Yes
Total Number of Schools Implementing the California State-determined Intervention Model (CA SDIM):					2	

Section I: Introduction

Waiver

The waiver listed below would allow any LEA in California that receives SIG funds to use those funds in accordance with the FY 2014 SIG final requirements and the LEA's application for a sub-grant. The waiver period of availability will automatically apply to all LEAs with approved applications.

- Waive the 40 percent poverty eligibility threshold in Section 1114(a)(1) of the ESEA to permit an LEA with an approved application to implement a schoolwide program (SWP) in a Tier I or Tier II school that does not meet the poverty threshold (Note: Tier I or Tier II Title I schools only).

The LEA must indicate for which schools it will implement the SWP waiver in the table below.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.
<input type="checkbox"/> Implementing a SWP in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.
List of Schools implementing SWP waiver: NOT APPLICABLE

Section I: Introduction

General Assurances, Sub-grant Conditions and Assurances, and Certifications (Page 1 of 4)

Required for all Applicants

Note: All sub-grantees are required to retain, on file, a copy of these assurances for your records and for audit purposes. Please download the General Assurances form located on the CDE Funding Tools and Materials Web site at <http://www.cde.ca.gov/fq/fo/fm/generalassurances2016.asp>.

Download the following three forms from the CDE Funding Tools and Materials Web site at <http://www.cde.ca.gov/fq/fo/fm/ff.asp>. The signature on the front of the application and the marking of the checkboxes indicates acknowledgement and agreement to all assurances. (Do not submit as part of the Request for Applications [RFA]).

1. Drug-free Workplace
2. Lobbying
3. Debarment and Suspension

Section I: Introduction

General Assurances, Sub-grant Conditions and Assurances, and Certifications (Page 2 of 4)

Sub-grant Conditions and Assurances

As a condition of the receipt of funds under this sub-grant program, the applicant agrees to comply with the following Sub-grant Conditions and Assurances.

The U.S. Department of Education requires local educational agencies to adhere to the following assurances:

1. Use its SIG to fully and effectively implement an intervention in each Tier I and Tier II school that the LEA commits to serve, consistent with the FY 2014 SIG final requirements;
2. Establish annual goals for student achievement on the state's assessments in both reading/ELA and mathematics and measure progress on the leading indicators in Section III of the FY 2014 SIG final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals, approved by the SEA, to hold accountable its Tier III schools that receive school improvement funds;
3. Include, in its contract or agreement with the LEA, terms and provisions to hold the Charter School Operator (CSO), Charter Management Organization (CMO), or Educational Management Organization (EMO) accountable for complying with the FY 2014 SIG final requirements, if implementing a Restart Model in a Tier I or Tier II school;
4. Monitor and evaluate the actions an LEA has taken, as outlined in its approved SIG application, to recruit, select, and provide oversight to external providers to ensure their quality, and regularly review and hold accountable such providers for their performance;
5. Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the implemented reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding;
6. Report the school-level data required under Section III of the FY 2014 SIG final requirements to the SEA, including baseline data for the year prior to SIG implementation (this may include other data requested by the CDE); and

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General Assurances, Sub-grant Conditions and Assurances, and Certifications (Page 3 of 4)

7. Ensure that each Tier I and Tier II school, that the LEA commits to serve, receives all of the state and local funds it would receive in the absence of the school improvement funds, and that those resources are aligned with the established interventions.

Furthermore, the California Department of Education requires local educational agencies to adhere to the following additional assurances:

1. In selecting the CA SDIM, the LEA must ensure that during the planning year it will identify and select one of the required Lead Partners and maintain the partnership throughout the grant period.
2. Ensure that the identified strategies and related activities are incorporated in the revised LEA Plan and Single Plan for Student Achievement;
3. Follow all fiscal reporting and auditing standards required by the CDE;
4. Participate in a statewide evaluation process as determined by the SEA and provide all required information on a timely basis;
5. Respond to any additional surveys or other methods of data collection that may be required for the full sub-grant period;
6. Use funds only for allowable costs during the sub-grant period;
7. Include in the application all required forms signed by the LEA Superintendent or designee;
8. Use fiscal control and fund accountability procedures to ensure proper disbursement of, and accounting for, federal funds paid under the sub-grant, including the use of the federal funds to supplement, and not supplant, state and local funds, and maintenance of effort (20 United States Code § 8891);
9. Hereby express its full understanding that not meeting all SIG requirements will result in the termination of SIG funding;
10. Ensure that funds are spent as indicated in the sub-grant proposal, and agree that funds will be used only in the school(s) identified in the LEAs AO-400 Sub-Grant Award Letter;

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General Assurances, Sub-grant Conditions and Assurances, and Certifications (Page 4 of 4)

11. All audits of financial statements will be conducted in accordance with Government Auditing Standards and with policies, procedures, and guidelines established by the Education Department General Administrative Regulations (EDGAR), Single Audit Act Amendments, and Office of Management and Budgets Circular A-133;
12. Ensure that expenditures are consistent with the federal EDGAR under *Code of Federal Regulations*, Title 34 on the Web page located at <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>;
13. Agree that the SEA has the right to intervene, renegotiate the sub-grant, and/or cancel the sub-grant, if the sub-grant recipient fails to comply with sub-grant requirements;
14. Cooperate with any site visitations conducted by representatives of the state, or regional consortia, for the purpose of monitoring sub-grant implementation and expenditures, and provide all requested documentation to the SEA personnel in a timely manner;
15. Repay any funds which have been determined, through a federal or state audit resolution process, to have been misspent, misapplied, or otherwise not properly accounted for; and further agree to pay any collection fees that may subsequently be imposed by the federal and/or state government;
16. Administer the activities funded by this sub-grant in such a manner so as to be consistent with California's adopted academic content standards;
17. Obligate all sub-grant funds by the end date of the sub-grant award period, or repay any funding received, but not obligated, as well as any interest earned over 100 dollars on the funds;
18. Maintain fiscal procedures to minimize the time elapsing between the transfer of the funds from the CDE and disbursement; and
19. Comply with the reporting requirements and submit any required report forms by the due dates specified.

I hereby certify that the agency identified on page 13 will comply with all Sub-grant Conditions and Assurances described in ED Items 1–8 and CDE Items 1–19 listed above and the signature on page 16 indicates acknowledgement and agreement to all assurances.

Section I: Introduction

Executive Summary

For each school that the LEA has identified in this RFA, the LEA must provide a brief description of the school, including student/teacher/leadership characteristics, community and parent engagement, school and community climate, etc. **(One page limit per identified school).**

Response:

Folsom Cordova Unified School District's (FCUSD) Cordova Meadows Elementary School and White Rock Elementary School are located in neighborhoods associated with high poverty, high crime, gang/crime related shootings and homicides in recent years. The neighborhoods are diverse. In a concerted effort to improve the areas and provide expanded educational opportunities, Folsom Lake College recently opened the Rancho Cordova FLC Center. A project funded by the Rancho Cordova City Community Enhancement provides no cost tuition to recent Rancho Cordova high school graduates.

Cordova Meadows with an enrollment of 346 students and a poverty rate of 92% is comprised of 47% Hispanic, 20% African American, 16% White and 13% two or more races. English Learners are 34% of the school population with 90% English Learners speaking Spanish, and a combined 5% speaking Armenian, Russian, and Pilipino.

White Rock with an enrollment of 470 students and a poverty rate of 93% is comprised of 40% Hispanic, 28% White, 14% African American, and 6% and Asian and two or more races. English Learners are 47% of the school population with 60% English Learners speaking Spanish, 14% speaking Russian, a combined 14% speaking Hmong, Armenian, and Romanian, 5% other non-English languages and six other languages.

Both schools face similar challenges affecting student achievement. At the end of 2015-2016, using mathematics results from the district i-Ready diagnostic, Cordova Meadows had 18% TK-5th grade students more than one grade below, 47% one grade level below, and 36% on or above grade level. White Rock had 13% TK-6th grade students more than one grade below, 39% one grade level below, and 48% on or above grade level. Using the reading results from the district i-Ready diagnostic, Cordova Meadows had 20% TK-5th grade students more than one grade below, 35% one grade level below, and 44% on or above grade level. White Rock had 17% TK-6th grade students more than one grade below, 36% one grade level below, and 46% on or above grade level.

Student/Teacher Leadership –teachers who are new to the profession, as well as teachers and who are new to the schools but not new to the teaching profession. One of the challenges associated with this level of staff change is the development of a positive, student-oriented culture in which staff shares and demonstrates the same values around student learning. Reviewing vision and mission statements and goal setting helps to form the basis for school improvement efforts across the year, and teachers are regularly provided the time to collaborate. As the year unfolds, teachers will engage in the peer

observation and coaching process with continuous feedback to continue to strengthen the connections teachers have in grade levels and across the school as a whole.

Community and Parent Engagement - Cordova Meadows Elementary and White Rock Elementary School parents are invested in their children's success and request to attend ELAC mtgs, SSC, parent workshops, training, and volunteer opportunities. Each school is committed to providing these types of activities, but organizing and coordinating them requires time and community input. The schools will be expending considerable time and resources establishing strong connections to the parent and family community through SSC, ELAC, ESL classes, parent leadership activities, family fun nights, and informational events for parents in response to conversations administration have been having with parents. Parents are recruited to be involved in every aspect of the services to our students. We want parents in the classroom, in the PTA, in our Community Garden, connecting on campus, and supervising children in the after school programs.

School and Community Climate - In order to make the most efficient use of human and time resources, Cordova Meadows Elementary and White Rock Elementary School will be using a new structure for the school's Leadership Team. Rather than have the team built using grade level representation, the school has created Professional Learning Communities (core program, assessments, interventions, culture/climate, professional development, and home-school relations). This will allow the schools to engage in improvement activities across a wide range of domains using a distributed leadership model.

Instructional Support –Both schools allocate Title I funds to hire an Academic Coach whose duties include:

- Disaggregates data from multiple sources and determines instructional goals from the data for the purpose of providing feedback to students, parents and administration.
- Collaborates to support instructional planning and supports teachers for the purpose of providing assistance, guidance, training, and/or aid to colleagues.
- Coordinates and facilitates staff development based on instructional needs as determined by data.

The schools also have an Intervention teacher funded through Supplemental Grant funds to support student learning, providing targeted leveled first instruction and by reducing student teacher ratio to close achievement gap.

Cordova Meadows Elementary School and White Rock Elementary School conducted review of the data, and the four intervention models were discussed, including the pros and cons of each model. Closing the schools or replacing staff was not in the best interest nor thought to be supported by the school or city community. Cordova Meadows Elementary School hired new Principal, Marie Pawlek for the 2016-2017 school year. White Rock Elementary remained with Principal Sandy Spaulding, hired in 2012-2013 and given direction to focus on student achievement using MTSS, fully implement adopted core, and PLC. The CA State Determined Intervention Model (CA SDIM) was determined to be the best choice.

Section II: Descriptive Information

Two Page Limit per Element: Complete each element below in the space provided. Refer to the Rubric in Appendix F for all related elements.

Element A: Needs Assessment (Required)—For each school that the LEA commits to serve, the LEA must analyze the needs of each school, based on a needs analysis that among other things, analyzes the needs identified by families and the community, and selects the intervention model.

Response:

Both schools' neighborhoods are a City of Rancho Cordova focus for improvement with Community Enhancement Funds through Measure H, 1% tax. Many streets and sidewalks are fortified with surveillance cameras; and iron fences and gates surrounding apartment complexes. Commercial parking lots and streets are littered with broken items, appliances, old beds and garbage. The sounds of sirens and police helicopters are "normal". Children in these neighborhoods are constantly exposed to crime, violence, and unsafe conditions. The city is using Measure H funds to help improve the conditions, but these challenges affect student learning and academic achievement.

Cordova Meadows Elementary and White Rock Elementary are Provision II status which provides all students free meals; breakfast, lunch, and supper during the ASES (After School Education and Safety) program. Goods and services are provided which reduce many external barriers to living and learning experienced by students and their families. The Spring Title I survey shows that 81% of parents indicate the principal or teachers respond to their concerns and that the school's strength are academic achievement, teachers and principals working together to support students, and campus safety. School staffs have extensively reached out to parents in order to seek and share information in order to participate in committees and as volunteers.

In alignment with the FCUSD LCAP, an emphasis on school accountability initiatives designed to create a continuous cycle of improvement to increase the rate of student learning and close achievement gaps emerged. The LCAP goals align with the School Plan for Student Achievement (SPSA) to create school goals for the year in terms of working towards student achievement. The PLC initiative created an opportunity for campuses to construct their SPSA's, monitor progress, and focus on continuous improvement. The LCAP goals and priorities work to close achievement gaps by improving low-performing students and schools.

Priority #1: Develop PLCs (professional Learning Communities) centered on student achievement

- Develop and fully implement MTSS (Multi-tiered System of Support) school wide using a master schedule to optimize support and resources.
- Fully implement adopted CCSS aligned core curriculum in ELA and Math along with support material for Program 4 and Program 5 as needed.
- Provide extended learning time through ASES (After School Education and Safety).

- Develop and implement a structure that allows for regular grade level and vertical articulation time. Articulation to focus on support needed to allow all students to thrive academically.

Priority #2: Provide rigorous student-centered instruction

- Implement integrated literacy approach to reading / writing instruction.
- Authentically engage students in their learning with meaningful and culturally responsive instruction
- Provide students with sound phonic and fluency instruction with SIPPS-Systematic Instruction in Phonics, phonemic Awareness & Sight words
- Provide purposeful push-in support to all students as soon as learning needs become apparent
- Co-teaching with training specialists to expand teachers' instructional capacity and provide support to all students
- Intervention for EL students based on CELDT level

Priority #3: Develop and identify support that promotes social emotional practices and strategies that target students' long term behavior

- Implement and increase participation in Home Visit program funded through Measure H City of Rancho Cordova.
- Utilize MFT/Social Worker to provide counseling and support resources for students.
- Provide professional development to support teachers with practices that make their classrooms safe, supportive, and engaging places for students to learn, enabling students to see their successes, establish goals, and manage their emotions.
- Develop, implement, and monitor practices designed to strengthen relationships with the school community.

Priority #4: Increase teacher effectiveness through peer observation and coaching

- Provide opportunities to discuss challenges and successes with trusted colleagues
- Provide real time learning and hands on training for best practices
- Support sharing of ideas and expertise among teachers
- Build a community of trust through opening classroom practice to a wider audience
- Encourage openness and sharing of practice with a focus on improving impact on learning

Cordova Meadows Elementary and White Rock Elementary staff, families, and partnerships take student achievement seriously. The schools' teams are focused on helping all students reach proficiency on state assessments in English Language Arts and Mathematics. Both Cordova Meadows Elementary and White Rock Elementary schools are establishing highly effective common practices across grade levels and

building a culture where data inquiry thrives. Teachers, support personnel, and administrators sit down regularly to examine student work. These work samples are used to determine next steps, make instructional adjustments, and develop lessons based upon individual learning needs.

Element B: Meaningful Engagement with Families and the Community

(Required)—The LEA must describe how it will meaningfully engage families and the community in the implementation of the selected intervention model on an ongoing basis.

Response:

Parents and the community provided input about the needs of the students and the school through Cordova Meadows Elementary and White Rock Elementary Schools Single Plan for Student Achievement (SPSA) process. As part of the needs assessment process for the development of the SPSA, the schools survey the parents with the Title I/ELAC parent survey-which demonstrated confidence in the schools' instructional decision making process. Parents routinely request more information on supporting their child academically and wanted extended learning opportunities (summer school, Saturday Language School, extended day interventions) to continue. Parents and community also had opportunity to provide input at the FCUSD Parent Summits held on Saturdays three times during the school year. (October 2015, February 2016, and April 2016). Parent and community overwhelmingly supported STEM learning TK-12, increased professional development for staff to increase and improve student achievement and provide greater access to students' college and career readiness. Each schools' administrative team met at the start of the 2016-17 school year to discuss changes that needed to be made in order to apply for the SIG, Cohort 4. With the same instructional and professional development strategies in place and the addition of extended day learning during the ASES (After School Education and Safety) up to an hour, the application reviewed by the principals and would be moved to the School Site Council---made up of school staff, parents, and community members---before October 1. Both Cordova Meadows Elementary and White Rock Elementary Schools have an extended school day through ASES and interventions during the school year and the majority of staff, parents and students supported the learning time and welcome the addition of teaching staff.

Element C: Demonstration of Capacity (Required)—The LEA must describe actions it has taken, or will take, to determine its capacity to provide adequate resources and related support to each school it commits to serve in order to fully and effectively implement the required activities of the selected intervention model beginning the on first day of the first school year of full implementation.

Response:

Superintendent Bettencourt established the priority schools to ensure that intensive intervention would occur at the sites even before CDE released the list of persistently lowest performing schools. The FCUSD Board of Education is highly supportive of improving these schools and recognizes that all resources and support should be

directed to them. The Assistant Superintendent for Elementary Education with the support from Director of Categorical Programs and Grants and the Director of Professional Learning and School Supports, will be responsible for the support mechanisms and success of each school, including Cordova Meadows Elementary and White Rock Elementary Schools. Principals Pawlek and Spaulding have already started the school improvement processes by working with external providers and meeting with parent groups, teachers, and community partners. Cordova Meadows Elementary and White Rock Elementary Schools hired highly qualified and effective Academic Coaches as well as Intervention Teachers and hired and/or replaced seven teachers in the 2016-17 school year. Staff participated in Summer professional development (GLAD, i-Ready, SIPPS, PLC, and Benchmark Advance curriculum training), and consultants and partners were secured.

Prior to the 2016-17 school year staff participated in the following professional development: i-Ready diagnostic training, Data analysis and intervention screening, Illuminate, Unpacking ELA/ELD Framework and Mathematics Framework, SIPPS, GLAD, Program Monitoring of ELs and students at risk are part of the list of many opportunities provided to both staffs in order to build capacity.

Principals Pawlek and Spaulding with district level support are capable of organizing and implementing systematic changes at the school through the implementation of the priority schools strategies. The schools have seen demonstrated improvements in academic and social growth measures in recent i-Ready and CASSPP results.

FCUSD has prioritized support and funding for Cordova Meadows Elementary and White Rock Elementary Schools that provides people resources and enhanced educational experiences for students. In addition to the Title I Academic Coach and the Intervention Teacher at each school, both schools have part-time Parent Coordinators to assist with parent and community outreach as well as training for committee participation. A library clerk is funded at each site to support students with access to rich and varied literature to build academic vocabulary and grow interest in college and career opportunities. Marriage Family Therapist is provided in order to better offer and connect identified students with the social emotional resources they need. Students at Cordova Meadows Elementary and White Rock Elementary Schools have the opportunity to participate in experiential learning or academic field trips to museums, science hands on field trips, history reenactments, as well as learn about nature and wildlife. These experiences have great impact on all students and build background knowledge as well as peak interest and curiosity about future careers.

Each of the required elements in the CA State Determined Improvement Model (CA SDIM) is being addressed through the priority schools intervention efforts and will be addressed using SIG funding.

Section II: Descriptive Information

Two Page Limit per Element: Complete each element below in the space provided. Refer to the Rubric in Appendix F for all related elements.

Element D: Recruitment, Screening, and Selection of External Service Providers (Restart Only) (Required)—The LEA must describe the rigorous review process, as described in the SIG final requirements, it has conducted, or will conduct, of the CSO, CMO, or EMO that is has selected or will select to operate or manage the school(s).

Response: Not applicable

Element E: Recruitment, Screening, and Selection of External Service Providers (All Other Models) (If applicable)—The LEA must describe the actions it has taken, or will take, to recruit, screen, and select, external service providers to ensure their quality, and regularly review and hold accountable such providers for their performance.

Response:

FCUSD has established many new partnerships with external providers with a proven record of success with persistently low-achieving schools. These providers have been used in a variety of capacities to support the district's priority schools, including Cordova Meadows Elementary and White Rock Elementary Schools through the school improvement process during the 2015-16 school year. The SIG grant will support additional professional development time with external providers such as Curriculum Associates, to continue the effective implementation of i-Ready and deepen the use of the data analysis tools, Solution Tree for PLC training for sharing student achievement solutions, Illuminate Education to improve staff capacity for tracking multiple measures and student instructional focus, be GLAD training afforded a to all teachers at every grade level working to provide structure to the integrated literacy balanced approach.

In aligning ELA/ELD and mathematics curriculum, instructional strategies and assessments to the Common Core, it made sense to utilize the services of the Sacramento County Office of Education (SCOE) since SCOE is currently working with FCUSD teachers through a variety of CCSS training and support. Jan Mayer from SCOE has been able to secure training and support service for many areas of need including ELD/ELA Framework training, Mathematics Training, CASSPP and early review of ELPAC for ELs. SCOE has hosted many researchers and leaders in education reform such as, Lori Olsen, John Hattie, John Shefelbine (prior to his passing) and Richard DuDours as well. Through SCOE our principals are able to clear their credentials and keep up with the rapid changes in education and leadership. Having the access to cutting edge training and high quality speakers is important to school improvement efforts. SCOE is located within the school district's attendance boundaries therefore after school courses are easily accessible and day courses do not require overnight stays or travel. The focus will be on learning and providing opportunities to reflect on instruction in the classroom. Additionally, SCOE will be a support resource for the evaluation if funded.

Element F: Alignment of Resources (Required)—The LEA must describe the actions it has taken, or will take, to align other resources (for example, Title I funding) with the selected intervention model.

Response:

As FCUSD Priority Schools, Cordova Meadows Elementary and White Rock Elementary School have outlined specific activities each school is doing to close the achievement gap and improve student performance. Many of these activities are part of what is required in the CA SDIM. Most of the practices described under the essential elements have been funded with site and district Title 1 funding, federal Special Education, and State Supplemental Grant funds. Title 1 funds provided support for the Academic Coach positions and for collaboration and extended day interventions. Cordova Meadows Elementary and White Rock Elementary Schools were able purchase up-to-date technology and the district provides ELA/ELD and mathematics instructional materials. Both school sites have been modernized within the last 8 years. The facilities are maintained in excellent condition and both sites have clear Williams Act audits.

Cordova Meadows Elementary and White Rock Elementary Schools receive Title 1, state Supplemental Grant resources, as well as FCUSD general funds.

SIG funds will be essential in helping Cordova Meadows Elementary and White Rock Elementary Schools invest in its high quality support staff and programs created over the last year to keep the momentum of full implementation of the adopted mathematics and ELD/ELD curriculum along with provided extended learning opportunities and supports. During the first year of Priority School status Cordova Meadows Elementary and White Rock Elementary Schools will focus on getting the right staff and programs in place and then on making needed adjustments. This school year will be spent working to build literate students. Year 2 and 3 (2017-18/2018-2019) will focus on building expertise and capacity. Building expertise and deep learning based on Common Core standards takes time and commitment from teachers and school leadership to stay the course. In order to move forward, the focus must remain steady on student achievement, professional development and capacity building, purposeful student progress monitoring, and maintaining a no excuse high expectation approach for all. Every student succeeds!

Cordova Meadows Elementary and White Rock Elementary Schools have additional resources that will align with the SIG intervention strategies outlined in this proposal. These include:

- **Intervention support and tutoring:** ASES (After School Education and Safety) funds hire instructional assistants to provide academic support and after school programming and supervision. The after-school tutoring and enrichment programs provide expanded learning opportunities to elementary students and are aligned with the daily instructional program. An average of 83 students stay afterschool until 6:00pm and are able to complete homework, practice skills with support, experience enriching options, STEM, art, share cultural activities, and

participate in recreational options via SPARK, to promote lifelong wellness.

- **Student, Family and Staff support:** Community partners help ease the financial burdens of Cordova Meadows Elementary and White Rock Elementary Schools families and support school staff. The Women's Assistance League of Sacramento, through its Operation School Bell program, provides uniforms, books, and shoes to needy students. The city of Rancho Cordova provides additional funds for field trips and STEM opportunities. Local donors provide funding for student incentives and partial funding for 6th graders to go on their annual overnight trip.
- **PIP (Primary Intervention Program)**-Early Intervention support for students to enhance the social and emotional development of young students. To increase the likelihood that students experiencing mild-to-moderate school adjustment difficulty will succeed in school. To increase personal competencies related to life success. To minimize the need for more intensive and costly services as students grow older. PIP Supplemental Grant funds used at both sites. Extended hours are funded with Title I.
- **Family support:** Title 1 funding supports family nights and resources for training parents. Family Literacy, computer use, and ESL classes are provided as requested.
- **Playmakers** a youth mentoring non-profit organization using sports to motivate at risk youth, provides a sports program that provides tutoring and mentoring for 3rd-6th grade students at both sites.

Section II: Descriptive Information

Two Page Limit per Element: Complete each element below in the space provided. Refer to the Rubric in Appendix F for all related elements.

Element G: Modify LEA Practices/Policies (Required)—The LEA must describe the actions it has taken, or will take, to modify its practices or policies to enable it to fully and effectively implement the selected intervention.

Response:

When Cordova Meadows Elementary and White Rock Elementary Schools were designated as Priority Schools by the district, several policies and practices of the district were reviewed to accommodate the implementation of identified needs to improve student achievement. These are now in practice and include the following:

- Developed a recommended daily instructional schedule for 1-2 and 3-6
- Support and resources with close reading to build literacy skills
- Teachers were given the ability to transfer out of Cordova Meadows Elementary and White Rock Elementary Schools
- Increased pay for substitutes that work in Rancho Cordova schools.
- Class size reduction 24/1 was implemented first in Rancho Cordova schools
- Extended intervention time was provided
- Purchase, Implementation, and use of diagnostic assessment(i-Ready) three times (beginning, middle, and end) per school year to progress monitor students and adjust instruction

No additional policies or practices will need to be revised to implement SIG CA SDIM model activities.

Element H: Effective Oversight and Support for Implementation (Required)—For each school that the LEA commits to serve, the LEA must describe how it will provide and maintain effective oversight and support for implementation of the selected intervention model.

Response: (Type response here)

Students and educators who work in low-performing schools often develop a sense of hopelessness about the possibilities of success for themselves and the schools in which they work. Proposed is a number of strategies to strengthen school climate at each of the SIG schools, including (a) jointly defining expectations for administrators, staff, teachers, parents, and students; (b) conducting annual school climate surveys to monitor progress; (c) implementation of trust-building activities; (d) improving communications between the school and the district office; (e) increasing the frequency of informal site visits from district leaders; and (f) strengthening support for quality classroom instruction. Efforts such as these will be implemented at each school and at the district office. The district has embraced the concept of —reciprocal accountability— the idea that district staff, teachers, parents, students, and partners such as SCOE, Curriculum Associates, etc. should all be accountable to clearly defined expectations. The District will develop, disseminate and describe a list of supports that stakeholders

throughout the district can count on. SCOE will facilitate the development of similar commitments from stakeholders at each SIG school.

Currently, assistant principal assignments are based on enrollment and high number of Special Ed., English Learners, and Low income students. Some principals in these schools spend an inordinate amount of time on disciplinary problems rather than on instructional issues. Some Academic Coaches are forced to spend time performing the tasks that should be assigned to an assistant principal rather than on instructional matters. SIG schools with an identified need for an assistant principal will use SIG funds in order to support an assistant principal's salary. Principals will then have more time to focus on classroom observations and other instructional support tasks. In addition, some of the student disciplinary problems at the school site level will be resolved by adopting policies and practices that reduce the number of referrals to the principal.

Many school leaders and teachers have expressed a desire for increased interaction and informal dialogue with district administrators at the school site. Teachers are also interested in having district leaders observe their classrooms. District leaders already have begun making regular visits to schools. When they visit SIG schools they will discuss the implementation of the school's action plans, instructional strategies, progress in meeting schoolwide and grade level goals and, in the spirit of reciprocal accountability, the quality of support the schools are receiving from the district office.

Peer observation will be afforded to classroom teachers at Cordova Meadows Elementary and White Rock Elementary Schools through the SIG funds in order to allow teachers to see model lessons in action as well as learn effective transition classroom management strategies. The Intervention teacher funded with the SIG grant for each site will set schedule and release teacher to peer observe on and off campus, wherever the "model" lessons are delivered. District lead teachers and SCOE will provide input on model lessons and effective instruction to observe.

Element I: Sustaining the Reforms (Required)—The LEA must describe how it will sustain the reforms after the funding period ends.

Response:

Sustaining funding to provide for activities at Cordova Meadows Elementary and White Rock Elementary Schools is vital to the long-term impact on student achievement. For the specific project expenses which Cordova Meadows Elementary and White Rock Elementary Schools is seeking, there are opportunities for sustaining some of these reforms after the funding period ends. They are described below:

- FCUSD is committed to supporting teachers and school leaders in ensuring that students are equipped to be successful in the postsecondary option of their choice. To achieve this, students must acquire and demonstrate attainment of academic literacy. This includes the ability to read and listen to both literary and informational texts at the levels of complexity found in college courses and the world of work. Additionally, students must be able to use the language of various

academic disciplines to clearly demonstrate their understanding and thinking in both written and oral forms. The new core adoptions for ELA/ELD are purchased and will bridge the balanced literacy expectations in FCUSD. This culture is characterized by a community of learners committed to fostering a passion for reading, writing, speaking, listening, viewing and thinking. The literacy work is focused on a curriculum that sets high expectations for students' literacy performances coupled with supportive instructional practices to ensure that students are able to persevere and meet those expectations. The district is committed to providing an infrastructure of support through targeted, ongoing, research-based professional development that builds capacity in both administrators and teachers.

- Cordova Meadows Elementary and White Rock Elementary Schools PLC leadership team, including the Learning Specialist, School Psychologist, and MFT/Social Worker will benefit from this collaboration as the district addresses the manner in which it looks at Social Emotional learning and how it sustains programming.
 1. Professional development is designed to expand the teacher's skill and knowledge, based on current research and best practice. The professional development provided by outside contractors and by the Cordova Meadows Elementary and White Rock Elementary Schools training specialists are focused on both instruction and a continuous improvement model. This investment in professional development is being made so that the process of continuous improvement and high-quality instruction becomes the norm, and can be sustained by the remaining staff once the grant period is over.
 2. Support Staff hired through this grant will no longer be needed as benchmarks are met and students continue to make gains.

The Assistant Superintendent of Elementary Education directly supports Cordova Meadows Elementary and White Rock Elementary Schools as priority schools. The resources, consisting of directors of various departments at the district office, has supported Cordova Meadows Elementary and White Rock Elementary Schools and will continue through the duration of SIG-funded activities and after the grant has expired.

These departments include:

1. Director, Categorical Programs and Grants
2. Director, Professional Development and School Supports
3. Coordinator, Testing and Assessment
4. Director, Attendance and Due Process
5. Director, SELPA Student Support Services
6. Coordinator, Child Welfare Attendance and Due Process

FCUSD will continue in its effort to secure ongoing funding from federal, state, and foundation sources.

Element J: LEA Monitoring of School Implementation (Required)—The LEA must describe how it will monitor each school that it commits to serve that receives SIG funding by establishing annual goals for student performance and progress on the State’s assessments in reading/ELA and mathematics and measuring progress on the leading indicators as defined in the SIG final requirements.

Response: (Type response here)

District-wide, we have a focus on equity and closing the achievement gap. Towards that end, we have district procedures in place to monitor achievement results on a regular basis:

- District and Site staff participate in an ongoing cycle of evaluation, reflection and action several times each year, which includes analyzing results of assessments using Illuminate, i-Ready, and California Department of Education reports, holding Every Child By Name (ECBN) data analysis sessions with site and district staff, using results to guide changes in instruction, and reassessing effectiveness. This formal cycle happens three times during the year.
- In between these formal assessment periods, teachers hold weekly Collaboration meetings in which they select assessments of student progress to analyze and discuss curricular and instructional changes to ensure students are reaching their goals.
- Our external provider, SCOE, has provided technical assistance to the district in strategic planning and will work with our Priority School sites to further the work and evaluation of progress. We report to the Board of Education several times each year regarding progress towards our goals.
- Teaching and learning practices are reviewed regularly to address achievement disparities.

The district has adopted rigorous goals for student achievement that are outlined in the Local Control Accountability Plan (LCAP). District staff has been given training and information on the contents of the plan and are expected to work towards these goals. They are as follows:

GOAL 1: All students will receive high quality classroom instruction and have access to curriculum which promotes college and career readiness. (State Priority 1, 2, and 7)

1.1 Maintain the appropriate assignment of teachers who are fully credentialed in the subject areas and for the students they teach and provide support to new teachers.

1.2 Maintain schools in good repair.

1.3 All students, including English Learners (EL), must have access to curriculum that is aligned to the state standards and access to related field trips and/or experiential learning.

1.4 Implement state standards to improve the achievement of underperforming categories of students in all content areas as measured by state testing.

1.5 Ensure all EL students have access to research-based EL instructional strategies to improve achievement.

1.6 Provide access to A-G, CTE, IB, AP, and STEAM courses.

GOAL 2: Increase student engagement and provide a safe, healthy, and positive learning environment. (State Priority 5 and 6)

2.1 Increase student attendance rates and reduce chronic absenteeism through positive reinforcements and parent awareness of the importance of attendance.

2.2 Increase the graduation rate and decrease dropout rates for all students.

2.3 Decrease 8th grade dropout rates.

2.4 Improve student suspension and expulsion rates and reduce bullying incidents.

GOAL 3: Increase parent and community engagement. (State Priority 3)

3.1 Increase family engagement and parent input and the utilization of volunteers.

3.2 Increase two-way community partnerships that support student learning.

3.3 Increase the efficiency, timeliness and accessibility of district communications.

GOAL 4: Student progress and educational outcomes will be monitored for success using CAASPP test results. (State Priority 4 and 8)

4.1 Ensure students are reading at grade level (1st, 3rd, 5th, 8th, & 11th grades)

4.2 Ensure students are meeting grade level standards in math (1st, 3rd, 5th, 8th, & 11th grades)

4.3 Ensure English Learners make yearly progress.

4.4 Ensure Special Education students make yearly progress.

4.5 Improve kindergarten readiness as measured by curriculum embedded assessment.

4.6 Increase the percentage of 9th grade students completing 60 units.

Section III: Annual Student Performance and Progress Goals

Each participating LEA must establish clear, measurable, and challenging goals for student performance, and progress on the State's assessments in both reading/ELA and mathematics for each of the identified schools the LEA commits to serve. The LEAs must use the goals to monitor the progress of each of the schools that receive SIG funds. Renewal of each LEA's SIG, with respect to a particular school, is subject to each school's progress made toward meeting the annual goals for student performance and progress

For additional guidance on CAASPP assessments, please visit the CDE CAASPP System Web page at <http://www.cde.ca.gov/ta/tg/ca/index.asp>.

Instructions:

This element includes the following required SIG Forms:

- SIG Form 1a—Annual Student Performance and Progress Goals: Reading/English Language Arts
- SIG Form 1b—Annual Student Performance and Progress Goals: Mathematics

For each identified need, complete a goal and one table for each goal. Include as many needs and goals for each school as applicable. Duplicate and expand the table as necessary.

Section III: Annual Student Performance and Progress Goals

SIG Form 1a—Annual Student Performance and Progress Goals: Reading/English Language Arts (Required)

Identified Need(s) :	Subgroups: English Learners, Students with disabilities, and low income students, achieve below district wide averages.		
Goal(s) Applies to:	School:	Cordova Meadows Elementary School	
	Schoolwide; Grade Level and/or Pupil Subgroups:	PK-5, All Students, Schoolwide	
SIG Expected Annual Measurable Goal(s) Established Goals for Full Implementation Only			
Full Implementation Year 1	Increase iReady or CAASPP at grade level reading levels by 2%, from 44% (2016/17) to 46%. 61% of EL students will increase one level of English proficiency. Reclassification rate will be at least 2%. (15% to 17%)		
Full Implementation Year 2	Increase iReady or CAASPP at grade level reading levels by 2%, from 46% (2017/18) to 48%. 63% of EL students will increase one level of English proficiency. Reclassification rate will be at least 2%. (17%-19%)		
Full Implementation Year 3	Increase iReady or CAASPP at grade level reading levels by 2%, from 48% (2018/19) to 50%. 65% of EL students will increase one level of English proficiency. Reclassification rate will be at least 2%. (21%-23%)		
Full Implementation Year 4	Increase iReady or CAASPP at grade level reading levels by 2%, from 50% (2019/20) to 52%. 67% of EL students will increase one level of English proficiency. Reclassification rate will be at least 2%. (23-25%)		
Full Implementation Year 5, if applicable	Increase iReady or CAASPP at grade level reading levels by 2%, from 52% (2020/21) to 54%. 69% of EL students will increase one level of English proficiency. Reclassification rate will be at least 2%. (27%-25%)		

Section III: Annual Student Performance and Progress Goals

SIG Form 1a—Annual Student Performance and Progress Goals: Reading/English Language Arts (Required)

Identified Need(s) :	Subgroups: English Learners, Students with disabilities, and low income students, achieve below district wide averages.		
Goal(s) Applies to:	School:	White Rock Elementary School	
	Schoolwide; Grade Level and/or Pupil Subgroups:	PK-6, All Students, Schoolwide	
SIG Expected Annual Measurable Goal(s) Established Goals for Full Implementation Only			
Full Implementation Year 1	Increase iReady or CAASPP at grade level reading levels by 2%, from 46% (2016/17) to 48%. 61% of EL students will increase one level of English proficiency. Reclassification rate will be at least 2%. (15% to 17%)		
Full Implementation Year 2	Increase iReady or CAASPP at grade level t reading levels by 2%, from 48% (2017/18) to 50%. 63% of EL students will increase one level of English proficiency. Reclassification rate will be at least 2%. (17%-19%)		
Full Implementation Year 3	Increase iReady or CAASPP at grade level reading levels by 2%, from 50% (2018/19) to 52%. 65% of EL students will increase one level of English proficiency. Reclassification rate will be at least 2%. (21%-23%)		
Full Implementation Year 4	Increase iReady or CAASPP at grade level reading levels by 2%, from 52% (2019/20) to 54%. 67% of EL students will increase one level of English proficiency. Reclassification rate will be at least 2%. (23-25%)		
Full Implementation Year 5, if applicable	Increase iReady or CAASPP at grade level reading levels by 2%, from 54% (2020/21) to 56%. 69% of EL students will increase one level of English proficiency. Reclassification rate will be at least 2%. (27%-25%)		

Section III: Annual Student Performance and Progress Goals

SIG Form 1b—Annual Student Performance and Progress Goals: Mathematics (Required)

Identified Need(s) :	Subgroups: English Learners, Students with disabilities, and low income students, achieve below district wide averages.		
Goal(s) Applies to:	School:	Cordova Meadows Elementary School	
	Schoolwide; Grade Level and/or Pupil Subgroups:	PK-5 All Students, Schoolwide	
SIG Expected Annual Measurable Goal(s) Established Goals for Full Implementation Only			
Full Implementation Year 1	Increase CAASPP at grade level math levels by 2%, from 36% (2016/17) to 38%.		
Full Implementation Year 2	Increase CAASPP at grade level math levels by 2%, from 38% (2017/18) to 40%.		
Full Implementation Year 3	Increase CAASPP at grade level math levels by 2%, from 40% (2018/19) to 42%.		
Full Implementation Year 4	Increase CAASPP at grade level math levels by 2%, from 42% (2019/20) to 44%.		
Full Implementation Year 5, if applicable	Increase CAASPP at grade level math levels by 2%, from 44% (2020/21) to 46%.		

Section III: Annual Student Performance and Progress Goals

SIG Form 1b—Annual Student Performance and Progress Goals: Mathematics (Required)

Identified Need(s) :	Subgroups: English Learners, Students with disabilities, and low income students, achieve below district wide averages.		
Goal(s) Applies to:	School:	White Rock Elementary School	
	Schoolwide; Grade Level and/or Pupil Subgroups:	PK-6 All Students, Schoolwide	
SIG Expected Annual Measurable Goal(s) Established Goals for Full Implementation Only			
Full Implementation Year 1	Increase CAASPP proficient math levels by 2%, from 48% (2016/17) to 50%.		
Full Implementation Year 2	Increase CAASPP proficient math levels by 2%, from 50% (2017/18) to 52%.		
Full Implementation Year 3	Increase CAASPP proficient math levels by 2%, from 52% (2018/19) to 54%.		
Full Implementation Year 4	Increase CAASPP proficient math levels by 2%, from 54% (2019/20) to 56%.		
Full Implementation Year 5, if applicable	Increase CAASPP proficient math levels by 2%, from 56% (2020/21) to 58%.		

SIG Form 2a—Planning and Other Pre-implementation Activities For a Tier I or Tier II School

LEA Name: Folsom Cordova Unified School District		Date: September 7, 2016
School Name: Cordova Meadows Elementary School		
Actions and Activities	Start and End Dates MM/YYYY	Description of how those activities will lead to successful implementation of the selected intervention
Increase leadership capacity of principals	August 2016- June 2021	The more Principals focus their relationships, their work, and their learning on the core business of teaching and learning, the greater their influence on student outcomes. Principals will learn the adopted curriculum along side teachers, as well as data system in order to monitor student learning and provide informed leadership related to student support systems and intervention.
Increase teacher capacity with CCSS /assessments	2017-2021	Unpack the CCSS. Assess and learn to create appropriate formative and summative assessments. Routinely monitor student progress and adjust teaching to support students learning.
Increase principal capacity and use of data analysis	2016-2021	Train principals and assistant principals to utilize our current data collection systemst, illuminate, i-Ready, state data systems, etc
Increase teacher capacity and use of data analysis	2016-2021	Train teachers to utilize our current data collection systemst, illuminate, i-Ready, state data systems, etc
Increase PLC capacity	2017-2021	Use exisiting PLC model to further develop staff skills and build capacity for familiarity and relationship building
		Provide release time during the school day for PLC, use Intervention Teacher for professional development support for scheduled release time
Increase teacher effectiveness through peer observation and coaching	2017-2021	Train staff in peer observation model recommended in partnership with SCOE. Develop a system and culture that effectively address skills, strategies and issues observed during classroom visits and walkthroughs.
		Using Lead teacher and highly effective classroom teachers across the district, identify and develop an inventory list of model classrooms to observe and develop model lessons in order to build teacher capacity
Provide high quality ELD Instruction	ASAP	Implement schedule of ELD instruction by highly qualified teacher for all ELs.
	2016-2021	Train staff in effective instructional practices for ELD
	2016-2017	Use Benchmark ELD in a 30 minute session 5 days a week for designated ELD students
	2016-2021	Train staff and administration in best practices for reaching goals on AMAOs

SIG Form 2a—Planning and Other Pre-implementation Activities For a Tier I or Tier II School

Provide Effective Leadership	2017-2021	Coordinate with assistant principal in order support the site principal to provide continued, consistent feedback to teachers regarding instructional practices and student learning for grade levels and individual students.
Hire Assistant Principal Priority School	2017-2021	Support the SIG grant goals and priorities, coordinate with site Principal to support teachers with instructional needs, parents and students.
Hire MFT/Social Worker	2017-2021	Coordinate the social emotional compoment for student support services
		Include PBIS model, best practices and increased counseling
Provide extended intervention and learning	2016-2021	Hire interventionTeacher for instructional support in ELA/ELD and mathematics to develop targeted intervention for student beyond the school day
Increase technology	2016-2021	Provide computer access for ELA/ELD and Math for all students; implement 1:1 ratio
	2016-2021	Update classroom media tool and resources, Smartboards replaced as needed with interactive TV screens, provide program access at home, etc.

Form 2b—State-determined Intervention Implementation Chart for a Tier I or Tier II School

LEA Name: Folsom Cordova Unified School District

Date: September 7, 2016

School Name: Cordova Meadows Elementary School

School Name: Cordova Meadows Elementary School				
Required Component	Strategy/Evidence-based Strategy	Start and End Dates (MM/YYYY)	Oversight	Description of Evidence
SD 01: Required Partnership				
Partner with the local educational agency's (LEA's) local county office of education, or local educational agency's Regional System of District and School Support Lead County Office of Education or The California Collaborative for Education Excellence				
Selecting the Lead Partner	SCOE has offered several professional development options in support of CCSS implementation. SCOE has provided leadership as FCUSD was developing a LEAP for District Program improvement, and provided guidance for the LCAP, as well as input and recommendations for improving the Title I Program Improvement Plan. They are a great resource related to testing, parent engagement, homeless student services, and social emotional effective strategies and training models. FCUSD is confident that SCOE can guide the way for School Improvement Grant implementation along side our capable district leaders and willing school leaders	2016-2021	Superintendent, Assistant Superintendent for Elementary Education	Signed agreements with the FCUSD and SCOE
Name of Lead Partner	SCOE			
SD 02: Leadership Effectiveness				
Develop or adopt leadership competencies that address the following elements: (1) systems thinking and sustainable outcomes; (2) capacity building and community; (3) results-oriented problem solving; (4) influence and team development; and (5) personal effectiveness				
Develop or adopt leadership competencies	FCUSD will adopt the SCOE leadership competencies that support the CA SDIM. The Principal must be data driven and with a laser like focus on student achievement. The outcomes are tiered and monitored with teachers and staff offered opportunities to build capacity in the teaching profession. The drive must be to build a collaborative solution oriented team of educators that use PLCs to problem solve and improve their profession. The leader must also strive to develop relationships and a strong sense of team, "we are in this together for student success".	2017-2021	District, School Principal, and school staff	Local and state assessment results, school instructional master schedule, and professional development calendar
Assess the candidate's potential fit with the school and success with prior turnaround efforts	The new Principal, Marie Pawlek, has a Masters in Ed.. She served as FCUSD ELD Lead teacher and led the Elementary ELA/ELD adoption process resulting in a thorough and complete process resulting with Benchmark Advance. She is well versed in the ELA/ELD CCSS Framework as well as the Mathematics CCSS Framework. She understands the legal obligations for English learners and knows how to provide instructional support. She has experience working parents, students, and staff. Mrs. Pawlek is passionate about student achievement; she knows how to analyze data to create student learning plans. Although she has no prior experience with turnaround efforts as a principal, she does have experience with PLC process, RTI, intervention, and assessment.	Hired June 2016	Superintendent, Assistant Superintendent for Elementary Education	District Formal Evaluation Process
Implement multiple steps in the selection process	The selection process involved a number of site principals as well as district personnel, including the Superintendent and Assistant Superintendent for Elementary Education. The Superintendent reassigned the former principal to a non-school position.	June 2016	Superintendent, Assistant Superintendent for Elementary Education	FCUSD hiring process

Form 2b—State-determined Intervention Implementation Chart for a Tier I or Tier II School

LEA Name: Folsom Cordova Unified School District		Date: September 7, 2016		
School Name: Cordova Meadows Elementary School				
Develop new recruitment strategies and a new leadership job description that aligns with the school's improvement goals and expectations	The district's job description for principal be updated to reflect new expectations related to CCSS, EL, PLCs and SCOE's leadership competencies			Board approval
Develop a prioritized set of selection criteria and rubrics				
Utilize competency-based and job-characteristic interview questions				
Replace or retain the current principal	Principal was replaced, New Principal Marie Pawlek is new principal at Cordova Meadows	Hired June 2016	Superintendent, Assistant Superintendent for Elementary Education	District Formal Evaluation Process
Provide customized and ongoing, outcome-driven, professional development (PD) opportunities to strengthen leadership practice and build leadership capacity.				
Identify professional development needs	CCSS, new curriculum, assessment data, teacher evaluation			
Develop and Implement outcome-driven PD opportunities	Principal will be proficient in Illuminate, i-Ready, and teacher evaluation and coaching processes			
Name and content of PD	SCOE, publisher-provided, district provided			
Promote the use of continuous feedback that is connected to professional learning opportunities and supports ongoing learning and improvement for school principals				
Provide opportunities for continuous feedback and ongoing learning	FCUSD provides PLC professional development customized to the level the learner needs. The focus is on outcome driven professional development that strengthen and builds leadership capacity. Examples include 504 training, and use of district wide assessments tools, and direct support from lead teachers for curriculum knowledge and best practices.	2016-2021	Presenters, Lead teachers, and district administrators	Professional development calendar and sign in sheets
Optional: An LEA may also implement one or more of the following strategies based on identified needs:				
Create and implement career pathways for leadership to expand leadership capacity and set the stage for sustainability				
Promote opportunities for sharing leadership expertise to strengthen teamwork, process lessons learned, and identify successful approaches to needed change and continuous improvement	There are district opportunities to build leadership skills which include summer school principalship, department chairs at schools sites, Saturday School teacher in Charge, and administrative designee for IEPs and Attendance and Due process hearings. FCUSD encourages teachers to seek their administrative credential and SCOE provides the coursework. The administrative credential program has been convenient and successful at preparing administrators.	2017-2021	SCOE and District administrators	Course completion and completed special assignments or tasks.
Promote labor-management collaboration to enable innovation in educator roles, responsibilities, and compensation systems				
SD 03: Teaching and Learning				

Form 2b—State-determined Intervention Implementation Chart for a Tier I or Tier II School				
LEA Name: Folsom Cordova Unified School District		Date: September 7, 2016		
School Name: Cordova Meadows Elementary School				
Complete a comprehensive needs assessment of the instructional program				
Identify instructional program goals and objectives	Analyze state data and district summative assessments results annually. Expectations are that students will meet the growth targets delineated in goals and objectives (actions and strategies)	2017-2021	Principal and staff	SPSA with SSC approval and ELAC input.
Assess current and actual levels of implementation	Use student data to inform instruction (formative, interim, and summative) and offer differentiated instruction to meet the academic needs of individual students. Provide additional staff to teacher smaller groups, an offer extended day learning for students that needs "more time and reteaching".	2017-2021	Principal and staff	Collaboration, common planning, and PLC notes
Determine discrepancies or gaps in program effectiveness	FCUSD was very thorough in the selection for new ELA/ELD curriculum. There was agreement that the adoption was strong and very robust however data showed our students need even more foundation skills than the curriculum provided. FCUSD supported the foundational skills, SIPPS, as a supplement to the ELA/ELD core.	Jul-05	District administrators and adoption team SCOE	ELA/ELD Instructional material
Prioritize needs	Close the equity and achievement gap. Subgroups (English Learners, Low income, and student with disabilities) are performing below the district average.	2017-2021	Superintendent, Assistant Superintendent, Directors, principal, and teachers	Assessments
Implement an instructional program aligned with California State Standards in at least one full academic content area (including professional learning for all educators) that meets the needs of all students in the school, including but not limited to, socio-economically disadvantaged students, English language learners, and students who receive special education services				
Use student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction and programs in order to meet the academic needs of individual students.	FCUSD is implementing two new curriculums over the last two years, first math and most recently ELA/ELD. The programs come with supports for diverse learners however the material can be too difficult for students more than two grade levels behind. Program 4 and Program 5 are designed to support students at the intensive level. Often that achievement gap is the ELs, Low income students, and students with IEPs. The key is to strengthen first instruction and provide teacher the support they need to differentiate instruction without lowering the content focus. Maintain high expectation and break down the material to understandable chunks takes skilled teachers and date that help to diagnose the root of the deficiency. Knowing what a students needs is essential to providing target instruction. Multi-Tiered Systems are support are critical to this effort and collaboration and team approach to teaching,	2017-2021	Teachers and School Principal	Student placed in instructional groups and monitored for progress three times per year at a minimum using i-Ready.
Provide and ensure staff attend ongoing, high-quality and job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school or differentiated instruction)				
Align with the school's comprehensive instructional program	Train teachers in GLAD strategies, SIPPS, and i-Ready. Train teachers on CCSS Framework in ELA/ELD and Mathematics. Train teachers in data analysis in order to modify instruction. Train teachers to review data with students and parents an set learning targets that move student towards goals.	2017-2021	Teachers and School Principal	Professional development rosters and collaboration session sign ins
Design with school staff to ensure they are equipped to facilitate effective teaching and learning	PLCs provide the venue to solution oriented collaboration. Design student support systems within teachers classroom, centers of high impact learning that provide engaging lessons and time for small group instruction support. Teachers will participate in weekly collaborative analysis of student performance and instructional planning.	2017-2021	Teachers and School Principals	Collaboration sessions sign ins

Form 2b—State-determined Intervention Implementation Chart for a Tier I or Tier II School				
LEA Name: Folsom Cordova Unified School District			Date: September 7, 2016	
School Name: Cordova Meadows Elementary School				
Promote continuous improvement and feedback that supports ongoing learning	Providing an integrated social support network with targeted group interventions and mentoring has been effective in the afterschool hours during ASES. Community Readers program and intervention staff give learning the personal touch. During the day small groups support is provided with instructional assistants and volunteers. Intervention teachers have made reaching grade level and learning within reach.	2017-2021	Teachers and School Principal	MTSS schedule, instructional aide schedule, and ASES schedule and attendance
Implement, to the extent practicable, in accordance with this model, one or more evidence-based strategies				
Identify and select evidence-based strategies	Use of PLC for collaborative discussion about student achievement and instructional needs, extended learning time for students needing intensive instructional support, peer teacher observations in order to improve instructional delivery, and social emotional support and training to help students return to class and recognize their ability to succeed.	2017-2021	Teachers and School Principal MFT	Professional development rosters and collaboration session sign ins
Optional: An LEA may also implement one or more of the following strategies based on identified needs:				
Developed or adopt a set of local competencies that include the following elements: (1) commitment to students and improved teaching and learning; (2) results-oriented outcomes and problem solving; (3) developing community; and (4) personal effectiveness				
Develop or adopt teaching competencies	Strengthen instruction to ELs and other special needs students through staff development, observation, evaluation, and coaching.	2017-2021	Teachers and School Principal	Professional development rosters and collaboration session sign ins
Use the developed or adopted competencies to conduct a rigorous selection process to identify teachers and staff who possess the knowledge, ability, and skills necessary to support all students in a school turnaround environment. Using the set of competencies, conduct all of the following activities:				
Screen all existing teachers and staff				
Retain teachers and staff who exemplify the competencies	Hire academic coach and intervention teachers that can support professional development and instructional strategies.	2017	Principal	Teacher roster
If necessary, hire new teachers and staff	Hire new staff and provide training. Include school culture support and team building in order to support new staff with adjustment and retention.	2017-2021	Principal	Teacher roster
Provide high-quality, relevant increased learning time opportunities that are collaborative and meaningful, and help foster student achievement and content mastery.				
Type(s) of increased learning time	Extended day (before and after school interventions) taught by teachers and trained instructional assistants; summer school	2017-2021	Principals and staff	Attendance (extended interventions and summer school)
SD 04: Student Non-Academic Support				
Based on identified needs, provide appropriate social-emotional and community-oriented services and supports for students. Choose three or more of the following:				
Implement an integrated social support network	PBIS training provided to all staff in order to develop positive learning environments for all students in classrooms. Hire MFT/Social Worker to support and counsel students in crisis and provide resources.	2017-2021	Principal, SCOE, and District administrators	Professional development rosters and collaboration session sign ins
Develop regular communication and implement a check in system that addresses students' needs	MFT/social worker will develop a referral system for teachers to access services for students	2017-2021	MFT	Student contact date
Implement strategies and opportunities for ongoing student engagement	Provide experiential learning opportunities for students to see and experience nature, museums, and see history come alive.	2017-2021	Principal and teachers	Students attend academic field trips and assemblies

Form 2b—State-determined Intervention Implementation Chart for a Tier I or Tier II School				
LEA Name: Folsom Cordova Unified School District			Date: September 7, 2016	
School Name: Cordova Meadows Elementary School				
Implement social and emotional program(s) and services	Hire MFT/Social worker to develop teacher capacity with students in crisis.	2017-2021	Principal, SCOE, and District administrators	Staff Roster
Implement strategies to improve school climate	Awards assemblies that foster recognition for being kind and helpful, for being a friend. Create ways for children to naturally interact with other children, classroom meetings, yard supervisor PBIS training	2017-2021	Principal and teachers	Professional development rosters and collaboration session sign ins
Implement ways to improve school discipline	Utilize the experts to train teachers how to help students in crisis reenter and not repeat behavior, provide PBIS incentives, computer time, time with teacher, book selection, etc.	2017-2021	Principal and teachers	Reduction of suspension and referrals
SD 05: Family and Community Engagement				
Based on identified needs, provide ongoing mechanisms for family and community engagement. Choose three or more of the following:				
Implement or improve a system of regular communication with parents/guardians	Identify a parent area/lounge for volunteers and "jobs" from classrooms, encourage the "room mom" concept.	Jul-05	Principal	Volunteer roster, sign in-out
Foster a welcoming school environment	Use Parent Coordinators to identify and recruit parents/community members to participate in committees, SSC and ELAC	2017-2021	Principal and teachers	Agendas, minutes, and sign ins
Develop a family engagement team of administrators, staff, and teachers	Continue to conduct parent conferences, parent meetings (SSC, ELAC), Back to School, Open House, Literacy Night, 2nd Cup of Coffee, etc.	2017-2021	Principal and teachers	Agendas, minutes, and sign ins
Develop a partnership culture with families and students	Provide ESL and Family Literacy classes	2017-2021	Principal and teachers	Course offerings and rosters
Identify communication barriers and implement strategies for removing the identified barrier	Continue written and oral communications to parents in English and Spanish	2017-2021	Principal, teachers, and Bilingual Instructional aides	Translations, calls, publications, etc. in Spanish and English
SD 06: Support and Oversight				
Update an existing or adopt a new governance structure which may include, but is not limited to, requiring the school to report to a new "turnaround office" with a newly hired "turnaround leader" in the LEA that directly supports SIG implementation				
Update or identify a new governance structure	CA State Determined Intervention Model	2017-2021	Superintendent, Assistant Superintendent, Directors, principal, and teachers	Implement grant
Grant the principal sufficient operational flexibility to fully implement a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates				
Grant the principal operational flexibility	The principal has autonomy continue to recruit/maintain excellent teachers and to implement SIG actions and activities. The schedule for increased time during the school year and Summer Academy has been developed. The principal has autonomy to make site budget decisions with staff and School Site Council.	2017-2021	Principal	Staff roster, SIG budget, student performance data
Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA or a designated external lead partner organization				

Form 2b—State-determined Intervention Implementation Chart for a Tier I or Tier II School

LEA Name: Folsom Cordova Unified School District		Date: September 7, 2016		
School Name: Cordova Meadows Elementary School				
Provide technical assistance	The district will continue to provide district personnel for assistance in curriculum, instruction, assessment, data management and analysis, technology, and staff development. SCOE staff will provide professional development and monitoring and evaluation services, respectively.	2017-2021	Superintendent, Assistant Superintendent, Directors, principal, and teachers	District and SCOE records
Identify and implement LEA support and oversight	Professional development (PLC, GLAD, SIPPS, PBIS), curriculum materials and support, Intervention teacher, and data systems and training	2017-2021	Superintendent, Assistant Superintendent, Directors, principal, and teachers	Professional development rosters and collaboration session sign ins

SIG Form 2a—Planning and Other Pre-implementation Activities For a Tier I or Tier II School

LEA Name: Folsom Cordova Unified School District		Date: September 7, 2016
School Name: White Rock Elementary School		
Actions and Activities	Start and End Dates MM/YYYY	Description of how those activities will lead to successful implementation of the selected intervention
Increase leadership capacity of principals	August 2016- June 2021	The more Principals focus their relationships, their work, and their learning on the core business of teaching and learning, the greater their influence on student outcomes. Principals will learn the adopted curriculum along side teachers, as well as data system in order to monitor student learning and provide informed leadership related to student support systems and intervention.
Increase teacher capacity with CCSS /assessments	2017-2021	Unpack the CCSS. Assess and learn to create appropriate formative and summative assessments. Routinely monitor student progress and adjust teaching to support students learning.
Increase principal capacity and use of data analysis	2016-2021	Train principals and assistant principals to utilize our current data collection systemst, illuminate, i-Ready, state data systems, etc
Increase teacher capacity and use of data analysis	2016-2021	Train teachers to utilize our current data collection systemst, illuminate, i-Ready, state data systems, etc
Increase PLC capacity	2017-2021	Use exisiting PLC model to further develop staff skills and build capacity for familiarity and relationship building
		Provide release time during the school day for PLC, use Intervention Teacher for professional development support for scheduled release time
Increase teacher effectiveness through peer observation and coaching	2017-2021	Train staff in peer observation model recommended in partnership with SCOE. Develop a system and culture that effectively address skills, strategies and issues observed during classroom visits and walkthroughs.
		Using Lead teacher and highly effective classroom teachers across the district, identify and develop an inventory list of model classrooms to observe and develop model lessons in order to build teacher capacity
Provide high quality ELD Instruction	ASAP	Implement schedule of ELD instruction by highy qualified teacher for all ELs.
	2016-2021	Train staff in effective instructional practices for ELD
	2016-2017	Use Benchmark ELD in a 30 minute session 5 days a week for designated ELD students
	2016-2021	Train staff and administration in best practices for reaching goals on AMAOs

SIG Form 2a—Planning and Other Pre-implementation Activities For a Tier I or Tier II School[illegible]

Form 2b—State-determined Intervention Implementation Chart for a Tier I or Tier II School

LEA Name: Folsom Cordova Unified School District

Date: September 7, 2016

School Name: White Rock Elementary School

School Name: White Rock Elementary School				
Required Component	Strategy/Evidence-based Strategy	Start and End Dates (MM/YYYY)	Oversight	Description of Evidence
SD 01: Required Partnership				
Partner with the local educational agency's (LEA's) local county office of education, or local educational agency's Regional System of District and School Support Lead County Office of Education or The California Collaborative for Education Excellence				
Selecting the Lead Partner	SCOE has offered several professional development options in support of CCSS implementation. SCOE has provided leadership as FCUSD was developing a LEAP for District Program improvement, and provided guidance for the LCAP, as well as input and recommendations for improving the Title I Program Improvement Plan. They are a great resource related to testing, parent engagement, homeless student services, and social emotional effective strategies and training models. FCUSD is confident that SCOE can guide the way for School Improvement Grant implementation along side our capable district leaders and willing school leaders	2016-2021	Superintendent, Assistant Superintendent for Elementary Education	Signed agreements with the FCUSD and SCOE
Name of Lead Partner	SCOE			
SD 02: Leadership Effectiveness				
Develop or adopt leadership competencies that address the following elements: (1) systems thinking and sustainable outcomes; (2) capacity building and community; (3) results-oriented problem solving; (4) influence and team development; and (5) personal effectiveness				
Develop or adopt leadership competencies	FCUSD will adopt the SCOE leadership competencies that support the CA SDIM. The Principal must be data driven and with a laser like focus on student achievement. The outcomes are tiered and monitored with teachers and staff offered opportunities to build capacity in the teaching profession. The drive must be to build a collaborative solution oriented team of educators that use PLCs to problem solve and improve their profession. The leader must also strive to develop relationships and a strong sense of team, "we are in this together for student success".	2017-2021	District, School Principal, and school staff	Local and state assessment results, school instructional master schedule, and professional development calendar
Assess the candidate's potential fit with the school and success with prior turnaround efforts				
Implement multiple steps in the selection process				

Form 2b—State-determined Intervention Implementation Chart for a Tier I or Tier II School

LEA Name: Folsom Cordova Unified School District		Date: September 7, 2016		
School Name: White Rock Elementary School				
Develop new recruitment strategies and a new leadership job description that aligns with the school's improvement goals and expectations	The district's job description for principal be updated to reflect new expectations related to CCSS, EL, PLCs and SCOE's leadership competencies			Board approval
Develop a prioritized set of selection criteria and rubrics				
Utilize competency-based and job-characteristic interview questions				
Replace or retain the current principal	Sandy Spaulding will remain as Principal of White Rock Elementary	2017	Superintendent, Assistant Superintendent for Elementary Education	District Formal Evaluation Process
Provide customized and ongoing, outcome-driven, professional development (PD) opportunities to strengthen leadership practice and build leadership capacity.				
Identify professional development needs	CCSS, new curriculum, assessment data, teacher evaluation			
Develop and Implement outcome-driven PD opportunities	Principal will be proficient in Illuminate, i-Ready, and teacher evaluation and coaching processes			
Name and content of PD	SCOE, publisher-provided, district provided			
Promote the use of continuous feedback that is connected to professional learning opportunities and supports ongoing learning and improvement for school principals				
Provide opportunities for continuous feedback and ongoing learning	FCUSD provides PLC professional development customized to the level the learner needs. The focus is on outcome driven professional development that strengthen and builds leadership capacity. Examples include 504 training, and use of district wide assessments tools, and direct support from lead teachers for curriculum knowledge and best practices.	2016-2021	Presenters, Lead teachers, and district administrators	Professional development calendar and sign in sheets
Optional: An LEA may also implement one or more of the following strategies based on identified needs:				
Create and implement career pathways for leadership to expand leadership capacity and set the stage for sustainability				
Promote opportunities for sharing leadership expertise to strengthen teamwork, process lessons learned, and identify successful approaches to needed change and continuous improvement	There are district opportunities to build leadership skills which include summer school principalship, department chairs at schools sites, Saturday School teacher in Charge, and administrative designee for IEPs and Attendance and Due process hearings. FCUSD encourages teachers to seek their administrative credential and SCOE provides the coursework. The administrative credential program has been convenient and successful at preparing administrators.	2017-2021	SCOE and District administrators	Course completion and completed special assignments or tasks.
Promote labor-management collaboration to enable innovation in educator roles, responsibilities, and compensation systems				
SD 03: Teaching and Learning				

Form 2b—State-determined Intervention Implementation Chart for a Tier I or Tier II School				
LEA Name: Folsom Cordova Unified School District			Date: September 7, 2016	
School Name: White Rock Elementary School				
Complete a comprehensive needs assessment of the instructional program				
Identify instructional program goals and objectives	Analyze state data and district summative assessments results annually. Expectations are that students will meet the growth targets delineated in goals and objectives (actions and strategies)	2017-2021	Principal and staff	SPSA with SSC approval and ELAC input.
Assess current and actual levels of implementation	Use student data to inform instruction (formative, interim, and summative) and offer differentiated instruction to meet the academic needs of individual students. Provide additional staff to teacher smaller groups, an offer extended day learning for students that needs "more time and reteaching".	2017-2021	Principal and staff	Collaboration, common planning, and PLC notes
Determine discrepancies or gaps in program effectiveness	FCUSD was very thorough in the selection for new ELA/ELD curriculum. There was agreement that the adoption was strong and very robust however data showed our students need even more foundation skills than the curriculum provided. FCUSD supported the foundational skills, SIPPS, as a supplement to the ELA/ELD core.	Jul-05	District administrators and adoption team SCOE	ELA/ELD Instructional material
Prioritize needs	Close the equity and achievement gap. Subgroups (English Learners, Low income, and student with disabilities) are performing below the district average.	2017-2021	Superintendent, Assistant Superintendent, Directors, principal, and teachers	Assessments
Implement an instructional program aligned with California State Standards in at least one full academic content area (including professional learning for all educators) that meets the needs of all students in the school, including but not limited to, socio-economically disadvantaged students, English language learners, and students who receive special education services				
Use student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction and programs in order to meet the academic needs of individual students.	FCUSD is implementing two new curriculums over the last two years, first math and most recently ELA/ELD. The programs come with supports for diverse learners however the material can be too difficult for students more than two grade levels behind. Program 4 and Program 5 are designed to support students at the intensive level. Often that achievement gap is the ELs, Low income students, and students with IEPs. The key is to strengthen first instruction and provide teacher the support they need to differentiate instruction without lowering the content focus. Maintain high expectation and break down the material to understandable chunks takes skilled teachers and date that help to diagnose the root of the deficiency. Knowing what a students needs is essential to providing target instruction. Multi-Tiered Systems are support are critical to this effort and collaboration and team approach to teaching,	2017-2021	Teachers and School Principal	Student placed in instructional groups and monitored for progress three times per year at a minimum using i-Ready.
Provide and ensure staff attend ongoing, high-quality and job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school or differentiated instruction)				
Align with the school's comprehensive instructional program	Train teachers in GLAD strategies, SIPPS, and i-Ready. Train teachers on CCSS Framework in ELA/ELD and Mathematics. Train teachers in data analysis in order to modify instruction. Train teachers to review data with students and parents an set learning targets that move student towards goals.	2017-2021	Teachers and School Principal	Professional development rosters and collaboration session sign ins
Design with school staff to ensure they are equipped to facilitate effective teaching and learning	PLCs provide the venue to solution oriented collaboration. Design student support systems within teachers classroom, centers of high impact learning that provide engaging lessons and time for small group instruction support. Teachers will participate in weekly collaborative analysis of student performance and instructional planning.	2017-2021	Teachers and School Principals	Collaboration sessions sign ins

Form 2b—State-determined Intervention Implementation Chart for a Tier I or Tier II School

LEA Name: Folsom Cordova Unified School District		Date: September 7, 2016		
School Name: White Rock Elementary School				
Promote continuous improvement and feedback that supports ongoing learning	Providing an integrated social support network with targeted group interventions and mentoring has been effective in the afterschool hours during ASES. Community Readers program and intervention staff give learning the personal touch. During the day small groups support is provided with instructional assistants and volunteers. Intervention teachers have made reaching grade level and learning within reach.	2017-2021	Teachers and School Principal	MTSS schedule, instructional aide schedule, and ASES schedule and attendance
Implement, to the extent practicable, in accordance with this model, one or more evidence-based strategies				
Identify and select evidence-based strategies	Use of PLC for collaborative discussion about student achievement and instructional needs, extended learning time for students needing intensive instructional support, peer teacher observations in order to improve instructional delivery, and social emotional support and training to help students return to class and recognize their ability to succeed.	2017-2021	Teachers and School Principal MFT	Professional development rosters and collaboration session sign ins
Optional: An LEA may also implement one or more of the following strategies based on identified needs:				
Developed or adopt a set of local competencies that include the following elements: (1) commitment to students and improved teaching and learning; (2) results-oriented outcomes and problem solving; (3) developing community; and (4) personal effectiveness				
Develop or adopt teaching competencies	Strengthen instruction to ELs and other special needs students through staff development, observation, evaluation, and coaching.	2017-2021	Teachers and School Principal	Professional development rosters and collaboration session sign ins
Use the developed or adopted competencies to conduct a rigorous selection process to identify teachers and staff who possess the knowledge, ability, and skills necessary to support all students in a school turnaround environment. Using the set of competencies, conduct all of the following activities:				
Screen all existing teachers and staff				
Retain teachers and staff who exemplify the competencies	Hire academic coach and intervention teachers that can support professional development and instructional strategies.	2017	Principal	Teacher roster
If necessary, hire new teachers and staff	Hire new staff and provide training. Include school culture support and team building in order to support new staff with adjustment and retention.	2017-2021	Principal	Teacher roster
Provide high-quality, relevant increased learning time opportunities that are collaborative and meaningful, and help foster student achievement and content mastery.				
Type(s) of increased learning time	Extended day (before and after school interventions) taught by teachers and trained instructional assistants; summer school	2017-2021	Principals and staff	Attendance (extended interventions and summer school)
SD 04: Student Non-Academic Support				
Based on identified needs, provide appropriate social-emotional and community-oriented services and supports for students. Choose three or more of the following:				
Implement an integrated social support network	PBIS training provided to all staff in order to develop positive learning environments for all students in classrooms. Hire MFT/Social Worker to support and counsel students in crisis and provide resources.	2017-2021	Principal, SCOE, and District administrators	Professional development rosters and collaboration session sign ins
Develop regular communication and implement a check in system that addresses students' needs	MFT/social worker will develop a referral system for teachers to access services for students	2017-2021	MFT	Student contact date
Implement strategies and opportunities for ongoing student engagement	Provide experiential learning opportunities for students to see and experience nature, museums, and see history come alive.	2017-2021	Principal and teachers	Students attend academic field trips and assemblies

Form 2b—State-determined Intervention Implementation Chart for a Tier I or Tier II School

LEA Name: Folsom Cordova Unified School District		Date: September 7, 2016		
School Name: White Rock Elementary School				
Implement social and emotional program(s) and services	Hire MFT/Social worker to develop teacher capacity with students in crisis.	2017-2021	Principal, SCOE, and District administrators	Staff Roster
Implement strategies to improve school climate	Awards assemblies that foster recognition for being kind and helpful, for being a friend. Create ways for children to naturally interact with other children, classroom meetings, yard supervisor PBIS training	2017-2021	Principal and teachers	Professional development rosters and collaboration session sign ins
Implement ways to improve school discipline	Utilize the experts to train teachers how to help students in crisis reenter and not repeat behavior, provide PBIS incentives, computer time, time with teacher, book selection, etc.	2017-2021	Principal and teachers	Reduction of suspension and referrals
SD 05: Family and Community Engagement				
Based on identified needs, provide ongoing mechanisms for family and community engagement. Choose three or more of the following:				
Implement or improve a system of regular communication with parents/guardians	Identify a parent area/lounge for volunteers and "jobs" from classrooms, encourage the "room mom" concept.	Jul-05	Principal	Volunteer roster, sign in-out
Foster a welcoming school environment	Use Parent Coordinators to identify and recruit parents/community members to participate in committees, SSC and ELAC	2017-2021	Principal and teachers	Agendas, minutes, and sign ins
Develop a family engagement team of administrators, staff, and teachers	Continue to conduct parent conferences, parent meetings (SSC, ELAC), Back to School, Open House, Literacy Night, 2nd Cup of Coffee, etc.	2017-2021	Principal and teachers	Agendas, minutes, and sign ins
Develop a partnership culture with families and students	Provide ESL and Family Literacy classes	2017-2021	Principal and teachers	Course offerings and rosters
Identify communication barriers and implement strategies for removing the identified barrier	Continue written and oral communications to parents in English and Spanish	2017-2021	Principal, teachers, and Bilingual Instructional aides	Translations, calls, publications, etc. in Spanish and English
SD 06: Support and Oversight				
Update an existing or adopt a new governance structure which may include, but is not limited to, requiring the school to report to a new "turnaround office" with a newly hired "turnaround leader" in the LEA that directly supports SIG implementation				
Update or identify a new governance structure	CA State Determined Intervention Model	2017-2021	Superintendent, Assistant Superintendent, Directors, principal, and teachers	Implement grant
Grant the principal sufficient operational flexibility to fully implement a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates				
Grant the principal operational flexibility	The principal has autonomy continue to recruit/maintain excellent teachers and to implement SIG actions and activities. The schedule for increased time during the school year and Summer Academy has been developed. The principal has autonomy to make site budget decisions with staff and School Site Council.	2017-2021	Principal	Staff roster, SIG budget, student performance data
Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA or a designated external lead partner organization				

Form 2b—State-determined Intervention Implementation Chart for a Tier I or Tier II School

LEA Name: Folsom Cordova Unified School District		Date: September 7, 2016		
School Name: White Rock Elementary School				
Provide technical assistance	The district will continue to provide district personnel for assistance in curriculum, instruction, assessment, data management and analysis, technology, and staff development. SCOE staff will provide professional development and monitoring and evaluation services, respectively.	2017-2021	Superintendent, Assistant Superintendent, Directors, principal, and teachers	District and SCOE records
Identify and implement LEA support and oversight	Professional development (PLC, GLAD, SIPPS, PBIS), curriculum materials and support, Intervention teacher, and data systems and training	2017-2021	Superintendent, Assistant Superintendent, Directors, principal, and teachers	Professional development rosters and collaboration session sign ins